Port Curtis Road State School

Pedagogical Framework

2016
Pedagogical Framework

At Port Curtis Road we believe that teaching and learning should be child centred, responding to the needs of the students in our classes. We create an environment that is responsive to student needs by:

- Creating opportunities for collaborative learning based on a recognition of each child’s learning needs
- Recognising that all children learn in different ways.
- Addressing individuality and diversity the school strives to cater for the needs of each child through a strong philosophical commitment to individualised, small group and large group (across age and year levels) teaching strategies
- differentiating the curriculum to best meet the needs of individual students by providing additional scaffolding or extension for students

The individual needs of students are addressed through the following:

- Differentiation
- Flexible class structures
- Quality classroom programs
- Curriculum Support Model that supports inclusive education
- Use of a variety of strategies including explicit teaching, cooperative learning, inquiry-based learning
- Integration of ICT into planning/teaching and learning

Department of Education and Training

Every student succeeding
State Schools Strategy 2016–2020

Collaborative empowerment — the way forward

Every student succeeding is our improvement agenda that identifies key strategies to lift performance across the system to ensure every student succeeds.

This document supports regional and school planning to ensure that every child benefits from excellent instruction.

At the centre of this approach is our department's collaborative empowerment business model. By working together, communicating better with each other, developing our people, and reviewing our performance, we will ensure our schools are among the best in the world.
Visions and beliefs at Port Curtis Road State School are founded on the following:

**The Three Imperatives**

1. Students feel valued and respected by all their teachers
2. Students have work at their ability level
3. Students have friends at school

**The Four Pillars**

1. Teacher accountable learning
2. Explicit instruction
3. Moving student knowledge from short to long term memory
4. Effective relationships between teachers and students

*We believe in high quality teaching focused on the sustained achievement of all students.*

*Every child matters every day.*

**Our School Vision**

We, as the Port Curtis Road State School community, stand united in the belief that positive educational opportunities are the absolute right of each student enrolled here.

Each and every element of school life at Port Curtis Road plays an integral part in terms of informing and enacting our vision.

It is our vision:

- that the environment we create is one where students are challenged not to settle for mediocrity but to strive for excellence in all that they do
- that students are encouraged to freely engage with the curriculum, the school staff, members of the community and each other in the knowledge that their efforts are valued, supported and fortified
• that a love of lifelong learning will be fostered where students are confident in their abilities and aspirational in their goals
• that through their educational journey here at Port Curtis Road the necessary building blocks are established to enable each student to go on to become productive, functioning members of society ready to participate with the ethos of ‘what can I contribute?’ as opposed to ‘what can I receive?’

We acknowledge that all stakeholders play a vital role in ensuring that our vision for Port Curtis Road State School is enacted broadly and purposefully and that each and every day counts for each and every student.

Our Vision - put simply.

Planned participation

Overall organisation

Routine Respect

Towards Trust

Challenged Curiosity

Unlimited Understanding

Realistic Rigour

Thoughtful teaching

Individualised Instruction

Sequenced Success


Our Values

Play the game
Commitment
Respect – for ourselves, others and learning

Scientists

Two scientists, Greg and Karen, sat at the edge of the moat, watching the birds during the egg-laying.

The day before, Greg and Karen had walked among the peasants, making notes of the egg-laying and taking the peculiar voices the peasants had never heard before. Having never seen hens before, the peasants had never heard such a strange sound.

"I wonder how the eggs will develop," said Greg, as he watched the eggs grow.

Karen opened the egg and found it had hatched. The two scientists were amazed.

"It's a new species," said Greg.

"I think we should name it after you," said Karen.
The *Dimensions of teaching and learning* form the basis of every teacher’s professional practice.

Each dimension links to and supports the others. There is no fixed starting point. At the heart of every teacher’s practice are students. Accordingly, students lie at the heart of the *Dimensions of teaching and learning*.

**Curriculum intent** — *what do my students need to learn?*

**Feedback** — *where are students now and where do they aim to be?*

NB. Further information about effective feedback strategies including professional readings can be located in g drive at: 
G:\Coredata\Curriculum\Professional Learning Sessions\2012\Feedback (T3)

**Assessment** — *what have my students learnt and how well have they learnt it?*

**Sequencing teaching and learning** — *what do my students already know and what do they need to learn next?*

**Making judgments** — *how do I evaluate the quality of students’ performance and the depth of their learning?*

NB. The Dimensions of teaching and learning framework underpins all of the C2C unit plans to which the teachers at Port Curtis Road subscribe and enact.
Our Pedagogical Framework is based on the following 6 principles of effective schools:

1. **Student-centred planning**
2. **High Expectations**
3. **Alignment of curriculum, pedagogy and assessment**
4. **Evidenced-based decision making**
5. **Explicit Instruction (Targeted and scaffolded instruction)**
6. **Safe, supportive, connected and inclusive learning environment**

This framework details our school procedures, practices and strategies for:

- Explicit teaching
- Purposeful use of data and differentiation
- Monitoring, Assessment and Moderation
- Professional Learning and Leadership
PORT CURTIS ROAD SS - TEACHING IN CQR

DIRECT INSTRUCTION
The teacher is actively directing all students in highly structured learning activities. Ensuring all students achieve and consolidate the learning objectives.

Our schools methods include:
- Warm Ups
- Lesson Sequence
- Guided reading
- Explicit Instruction
- Role learning
- Modelled teaching/learning
- Demonstrated
- WILF
- Targets and Goals

INDIRECT INSTRUCTION
The teacher activates and facilitates learner-centred activities. The learners are given real choices and decisions about what and how they are learning.

Our schools methods include:
- Differentiation of individuals
- Science experiments
- Pairs, groups, buddies, peer groups
- Learning centres & rotations
- Investigations
- Independent reading
- Demand writing
- Choice of topics in research assignments

INTERACTIVE INSTRUCTION
The teacher activates and facilitates student learning collaboratively and productively.

Our schools methods include:
- Learning objects from C2C and other sources
- Group work
- Interactive, White Boards
- Technology
- Shared Reading
- Guided Reading
- Small group focus e.g., Writing
- Group work, peer and buddy
- Differentiation

EXPERIENTIAL INSTRUCTION
The teacher activates and facilitates learners participation in experiences that are real, simulated or dramatizations relevant to their current learning.

Our schools methods include:
- Oral assignments presented to class
- Role playing and acting
- Reflection on learning and topics
- Goal setting
- Hands on learning experiences

Imperatives

Students:
1. Must have at least one teacher they believe cares for and supports them.
2. Must believe the work they are requested to do is at their level.
3. Must have friends at school, they must feel included.

Teachers:
1. Must believe every student can achieve highly (exception ILPs).
2. Must continually build bridges with every student.
3. Must know the next steps for learning for every child.
## Our Strategies – Productive Pedagogies

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Teaching Strategies

Productive teachers use a range of teaching strategies including:

- Direct teaching
- Interactive teaching
- Indirect teaching
- Experiential teaching
- Cafe

**Direct teaching**
Direct teaching is a highly structured teaching strategy. It's used to build and consolidate student knowledge, understanding and skills. The teacher actively directs the students in learning activities and focuses on ensuring all students achieve and consolidate the learning objectives.

Direct teaching methods include:

1. **Explicit teaching**
   Explicit teaching is teaching of specific concepts or skills within a highly structured framework. The focus is on achieving specific learning outcomes. Students build and consolidate knowledge and/or skills important to a unit or program of work. This provides building blocks for more meaningful learning.

2. **Intensive teaching**
   When the explicit teaching method is used to achieve specific learning outcomes for individual or small groups it is referred to as intensive teaching. It may involve specialist teachers and/or the use of assistive technology.
   Intensive teaching is characterised by:
   - individual/small group instruction – up to six students
   - explicit instructional talk at all stages
   - high response rates from teacher
   - immediate feedback on learning
   - sequential mastery of learning
   - opportunities for students to use higher order thinking skills.

   For some students intensive scaffolding may be required to achieve specific knowledge and/or skills important to a unit or program of work.

3. **Structured overview**
   A structured overview (or advance organiser), is a verbal, visual or written summary or outline of a topic, concept or skill. It's given to students at the start of a unit or lesson.
   It breaks down difficult or complex ideas into simple definitions or explanations and shows how all the information relates. Structured overviews can be used throughout a lesson or unit to reinforce relationships between ideas and anchor learning.
   Students can place new ideas in context and see the 'big picture'. It also provides a model for when students look for their own organising ideas and generate organisers of their own.
4. Drill and practice
In a drill, students attend to material or skills repeatedly and/or in different ways until they're firmly established in their minds. Practice involves repeatedly applying or using a concept or skill in order to increase speed and/or automaticity. (Automaticity is when a student can perform a task without thinking about it.) Drilling and practising concepts and skills refines and improves the retention and recall of facts and processes and the ability to use them effectively and efficiently. This provides the building blocks for more meaningful learning. Students are able to master materials at their own pace.

Interactive teaching
Interactive teaching has students working collaboratively and productively in small groups in a planned, well-managed and monitored learning environment. Interactive teaching involves:
- teachers specifying what students are to do
- students engaging with the task
- teachers monitoring progress and making decisions about what to do next to achieve the learning goal.

Interactive teaching methods include:

1. Whole-class discussion
A whole-class discussion is a group interaction where students participate in a purposeful, systematic exchange of facts, ideas and opinions.

Students share ideas, listen to a variety of points of view and express and explore their own views about a topic or problem.

Whole-class discussions help students to explore a range of perspectives on a topic or issue. Discussions can generate new ideas or original solutions to problems as students build on each others’ thinking. This method also helps students develop communication skills and provides an opportunity for students to see that their ideas are valued. By participating in the discussions, students can also reflect on their own attitudes and values, and those of others.

2. Cooperative learning
Cooperative learning involves small groups of students working together to achieve a common learning goal.

Each learner within a group is given responsibility for some part of the learning. The entire group is accountable for the success of each of its members. However, each student is accountable for demonstrating his or her understanding of the material.

Students of any age or ability can achieve more by working collaboratively than by working alone. This method is also useful when:
- the learning task is too large for individual students
- an issue needs to be explored from multiple perspectives
- trying to develop students' social and collaborative skills as a way of learning.
Students learn by seeing how other students approach learning. Students learn by teaching others.

3. Peer partner learning
In peer partner learning, one student provides feedback to a partner while the partner completes a task or skill. It's a collaborative experience where students learn from and with each other.

A version of peer partner learning is reciprocal teaching, when students teach each other specific material or skills.

Indirect teaching
Indirect teaching focuses on the student taking responsibility for their learning. In this strategy, students are involved in observing, investigating and drawing inferences from data, and forming hypotheses. The teacher organises the learning environment for the student. However, as the student takes responsibility for their learning, the teacher’s role moves from instructor to facilitator.

Indirect teaching methods include:

1. Inquiry-based learning
Inquiry-based learning is about posing questions and finding answers to questions and issues. It is an open-ended and creative way of seeking knowledge through using critical and creative thinking.
Inquiry-based learning is useful when the question or issue:
- extends beyond the classroom
- involves broad and deep investigation.

It encourages independent learning as students have to come up with resolutions to questions themselves, rather than relying on the teacher.

Students can have a significant say about the content and context of their work, and develop ownership over the learning.

Inquiry-based learning builds students’ research, interview and web search skills. It also builds the critical and creative thinking skills necessary for thoughtful review of information.

2. Inductive teaching
In inductive teaching, students' knowledge comes from the way they experience and interact with facts, information and events. Essentially, inductive teaching is a process that enables students to discover a concept from the inside out.

Teachers give students information about an issue or concept and encourage students to:
- look for patterns within the information
- explore, observe and raise questions
- make connections from their explorations of the information.

Students use their specific learning to make a conclusion about information and/or events. Students can then apply their conclusion to new information, issues or
events. That is, they take the generalisation and apply it to a new or unfamiliar situation.

3. Problem-based learning

Problem-based learning involves students working together to solve an open-ended, challenging problem. This is different to giving students a problem to solve using information they have just learnt — better termed an 'exercise' rather than a problem.

Problem-based learning is appropriate when the problem needs broad and deep research and investigation.

It develops students’ ability to be self-directed, independent and interdependent learners as they work together to solve a problem. They learn how to take responsibility for their own group and organise and direct their learning with support from the teacher. It develops students thinking and reasoning skills, including:

- analysis
- applying existing knowledge to new situations
- separating fact from opinion
- making judgments
- critical and creative thinking.

Experiential teaching

In experiential teaching, students learn from experiencing real, simulated or dramatised situations. Through the teaching process students are immersed in practical experiences that model real-world issues. Students can:

- analyse and process their experiences
- form ideas or theories about issues, ideas and/or problems
- make generalisations
- reflect on their learning and future applications.

Experiential teaching methods include:

1. Field experience

A field experience is a structured activity that involves taking students out of the classroom. It can be a brief activity or a longer, more sustained project.

While this method occurs outside the classroom, the setting could be in the school garden or playground.

A field experience brings learning to life as students participate in experiences with 'real' people, places and/or events.

2. Simulation

A simulation copies realistic, 'real world' conditions as much as possible. This helps students transfer concepts and problem-solutions to the 'real' world.

Simulations can include cooperative games or games played by individuals against their own standard.

In a simulation, students experience and learn from and about situations they cannot experience directly.
3. Role play
Role play involves students exploring issues, ideas and/or problems through dramatic action when they 'put on someone else's shoes'.

In role play, students consider another perspective to an issue by taking on a particular role. It makes learning relevant, particularly when the roles are of people involved in real-life or life-like situations. Role play gives students opportunities to examine their values and behaviours, develop empathy towards others and skills for solving interpersonal problems.

4. Process drama
Process drama is a dramatic event without a written text. It can be improvised or composed and rehearsed. In a process drama, students can create an imagined world where they discover, articulate and sustain fictional roles and situations.

The teacher may take on a role within the dramatic event or may stand outside the fiction.

In a process drama, students can imagine themselves as others and explore beliefs, feelings, behaviours and relationships across diverse situations.

[N.B. Additional information about these teaching strategies and methods, including examples can be found at: https://learningplace.eq.edu.au/cx/resources/items/f3515e44-6fe3-47e9-a582-75b4beb73a45/1/priority_four.html?.hb=true

Literacy and Numeracy Café

Literacy Café: Café is an acronym for Comprehension, Accuracy, Fluency and Expanding Vocabulary. The system includes goal-setting with students in individual conferences, posting goals on a whole-class board, developing small group instruction based on clusters of students with similar goals and targeting whole class instruction based on emerging student needs and fine tuning through one on one conferencing. Café is also a system of providing focussed, intentional, differentiated instruction and a method for easily monitoring progress.

Numeracy Café: Math Daily 3

Math Daily 3 is a framework for organising your maths time. It allows students the opportunity to develop deeper math knowledge and understanding so that they become more successful learners. (proficiency in and with maths).

It has the same structure as the Daily 5 and the same aims. It aims to independently engage students in meaningful numeracy activities; it provides them with choice as well as the practice time needed to progress in maths; to allow time to meet and confer with individuals and small groups; provide the focussed one-on-one instruction needed to make optimal gains in numeracy.
Highly Effective Teachers

Studies that take into account all of the available evidence on teacher effectiveness suggest that students placed with high-performing teachers will progress three times as fast as those placed with low performing teachers (Barber & Mourshed, 2007).

At Port Curtis Road State School we believe that all teachers can be highly effective teachers.

There is now a large body of educational research into the factors underpinning highly effective teaching. Meta-analyses of this research (e.g. Walberg, 1984; Bransford, Brown & Cocking, 2000; Hattie, 2003) reveal a number of teaching practices associated with significantly improved student outcomes. Four broad characteristics of highly effective teaching are summarised briefly here.

High expectations
Highly effective teachers create classroom environments in which all students are expected to learn successfully. They set high expectations for student learning and create orderly classrooms in which students feel safe and supported to learn. They are driven by a belief that, although individuals are at different stages in their learning, every student is capable of learning and making progress beyond their current level of attainment if motivated and given appropriate learning opportunities and support. Highly effective teachers understand the importance of developing students’ own beliefs in their abilities to learn successfully, and work to promote students’ understandings of the relationship between effort and success.

As part of this process, highly effective teachers make clear what students are expected to learn. They communicate clear and high expectations of individual students and are clear about the standards expected of students in each grade of school. They set learning goals for individuals couched in terms of the knowledge, skills and understandings that they are expected to develop (not simply in terms of classroom activities to be completed). They set high expectations for individual progress and are focused on ensuring that all students achieve grade-level proficiency in foundational skills such as reading, writing and numeracy.

Deep knowledge
Highly effective teachers have a deep understanding of the subjects they teach. These teachers have studied the content they teach in considerably greater depth than the level at which they currently teach and they have high levels of confidence in the subjects they teach. Their deep content knowledge allows them to focus on teaching underlying methods, concepts, principles and big ideas in a subject, rather than on factual and procedural knowledge alone.

Highly effective teachers not only have deep knowledge of the subjects they teach, they also have deep understandings of how students learn those subjects (i.e. pedagogical content knowledge). They understand how learning typically progresses in a subject: for example, the skills and understandings that are pre-requisites for progress, and common paths of student learning. They are familiar with the kinds of learning difficulties that some students experience and with appropriate interventions and available professional support for those difficulties. And they are aware of
common student misunderstandings and errors, and know how to diagnose and address obstacles to further learning.

**Targeted teaching and Focussed Learning**

*The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly. (Ausubel, 1968)*

Highly effective teachers establish where students are up to in their learning. They understand the importance of first ascertaining students’ current levels of knowledge, skill and understanding, and they see teaching not so much as the delivery of one size-fits-all, grade-appropriate curriculum content to a classroom of students, as the design of learning opportunities tailored to students’ current levels of readiness and need. They use ‘starting point’ assessments and diagnoses of individual difficulties and misunderstandings to design effective interventions and teaching.

Having established where students are up to in their learning, these teachers then direct their teaching to student needs and readiness. They maximise student engagement — and hence learning — by differentiating teaching according to student needs (i.e. not teaching to the middle of the class, but personalising teaching and learning as required). They use evidence-based teaching methods (such as explicit instruction) that are known to be effective in promoting student learning and they use intrinsic factors (such as curiosity) to engage students and to motivate learning. Highly effective teachers work to ensure that all students are appropriately engaged, challenged and extended, including high-achieving students who already are working well beyond grade expectations.

**Continuous monitoring**

A consistent and strong research finding is that highly effective teachers provide continuous feedback to learning. They continually monitor the progress of individual students and provide feedback to support further learning. The provision of feedback is a key to effective classroom teaching. Highly effective teachers provide feedback in forms that guide student action and provide encouragement that further progress is possible with further effort. They assist students and parents to see and to monitor individual progress over time — including across the years of school — and they provide feedback to parents on what they can do to support their children’s learning.

Beyond this, highly effective teachers reflect on their own practice and strive for continuous improvement. They use feedback about student learning to reflect on the effectiveness of their teaching efforts. They recognise that improvement in teaching is always possible and are eager to find ways to improve outcomes for students. They place a high priority on their own professional learning and usually work with colleagues in pursuit of improved teaching practices and enhanced student learning. Accessed from: *Teaching and Learning: Highly Effective Teachers* (Roadmap Years 1-9)

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Classroom Teaching Expectations

Expectations regarding classroom teaching practices are:

**Pedagogy**
Each teacher:
1. ensures that every lesson has a purpose and that all lesson time is productive
2. delivers each lesson using explicit instruction (as per their school’s definition of an excellent lesson)
3. uses strategies to move student knowledge from short term to long term memory
4. accepts accountability for each student’s learning
5. uses data to inform their teaching and student learning.

**Learning Environment**
Each teacher:
1. establishes an atmosphere of high expectations
2. sets a positive classroom learning tone
3. demands high standards of student presentation and handwriting
4. regularly corrects student work and provides feedback to each student
5. provides a high standard of classroom display that is relevant, educationally stimulating, reflective of student work and exemplars of best practice.

**Student Engagement**
Each teacher facilitates high student engagement by:
1. building effective relationships with all students (ensuring that each student feels valued and respected)
2. ensuring that each student is given work at a level they can access and which is academically challenging
3. supporting each student to have friends at school
4. establishing goals for and with each student and engages each student in their progress towards their goals.
EXPLICIT TEACHING

Explicit teaching is based on the notion of providing students with explicit and effective instruction. It is the teaching of specific concepts or skills within a highly structured framework. The focus is on achieving specific learning outcomes. Students build and consolidate knowledge and/or skills important to a unit or program of work. At the foundations of this teaching method are the following principles:

Explicit instruction:

- Optimises engagement and time on task
- Promotes high levels of success among students
- Scaffolds instruction and more time is spent in instructional groups
- Increases content coverage

To implement this process in their teaching, teachers at Port Curtis Road State School are encouraged to include the following 16 elements when designing units or lessons and are to consider these elements and the above principles when selecting learning experiences for students.

- Focus instruction on critical content
- Sequence skills logically
- Breakdown complex skills and strategies into small instructional units
- Design organised and focused lessons
- Begin lessons with a clear statement of the focus for the lesson and your expectations
- Review prior skills and knowledge before beginning instruction
- Provide step-by-step demonstrations [including thinking out loud]
- Use clear language, introduce terminology
- Provide an adequate range of examples and non-examples
- Provide guided and supported practice
- Require frequent responses
- Monitor student performance closely
- Provide immediate affirmative and corrected feedback
- Deliver the lesson at a brisk pace
- Help students organise knowledge
- Provide distributed and cumulative practice [systematic review of skills]

Elements from---Archer & Hughes [2010] Explicit Instruction: Effective and Efficient
Explicit Instruction is the cornerstone of the explicit teaching process used at Port Curtis Road State School. Below is the structure that teaching experiences follow at our school:

**Success Criteria**

You will be successful if:

- Follow the informative text structure
- You use capital letters to begin each sentence
- You use full stops at the end of each sentence
- Use an opening statement
- You describe your animal
- You describe how it moves
- You describe what it eats
- You describe the noise it makes
- You provide an interesting fact.
Support Materials Continued

WALT AND WILF
It is an import practice at the school to set up learning objectives and success criteria in the form of WALT and WILF. A policy document outlines this process and offers suggestions for teachers and posters for teachers to use.

Warm Ups Documents
The policy documents gives detail around the function, design and purpose of warm ups. The school also has a booklet of activity ideas for staff.

Explicit Teaching - Planner
Our Planning

We value a rich curriculum with intellectual rigour.
- ACARA
- C2C
- Essential Learnings
- Early Years Guidelines
- Clear understanding of students’ needs
- Differentiation based on support plans

We value using a range of timely, authentic and genuine feedback which enables our students to achieve success.
- Use of data to close the gap
- School Reporting
- Parent-teacher interviews
- Walk throughs
- Awards

We value authentic assessment of and for learning.
- Align with curriculum intent, teaching and learning
- Analyse data
- Modify planning and assessment tasks
- Displayed exemplars
- Success criteria made known

We value well-sequence, engaging teaching and learning which meets the needs of our students.
- Varying learning styles
- Link to school priorities
- Follow CQR Explicit Teaching Model
- Daily plans/weekly plans

We value consistency and comparability in making judgements.
- Goal Setting in students’ books
- Learning Goals displayed
- Written feedback in students’ books
- Criteria Sheets
- Public affirmation of success

Our Students
Working together to ensure that every day in every classroom, every student is learning and achieving.
PLANNING FOR ALIGNMENT AND STUDENT ACHIEVEMENT

Planning processes at Port Curtis Road State School are based on the pedagogical model outlined in this booklet. It is important that the staff at the school consistently employ these models and highlight assessment, identify and focus on learning intent, meaningfully used student data, and make informed pedagogical choices.

Planning is documented on the school/teacher designed templates. Planning includes: A term overview for each KLA; a Unit plan following and/or based upon C2C, accompanying differentiation page and supported by weekly/daily plans. Planning needs to document: assessment what and when, curriculum intent and an outline of content development/lessons. Planning should be completed by following the outlined school planning processes.

School designed planning templates include unit planning overview, class profile, differentiation and a weekly plan.
Assessment is conducted at the school in accordance with the Port Curtis Road State School Assessment Framework.

Teachers are to use the data provided by this strategic testing to inform the program of instruction for their class.

Refer also to purposeful use of data.

Teachers are to continually monitor student progress and development within their own class as part of curriculum delivery. Intra-school moderation is to occur on a term basis in line with core priorities and explicit improvement agenda. Inter-school links are established for cross-school moderation.
<table>
<thead>
<tr>
<th>Year</th>
<th>Level</th>
<th>Focus</th>
<th>Assessment Tool</th>
<th>End of year standard</th>
<th>Target</th>
<th>Term</th>
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<td>✓</td>
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<td>✓</td>
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<td></td>
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<td>C2C</td>
<td>Sound Achievement</td>
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<td>✓</td>
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<td></td>
<td></td>
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<td>✓</td>
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<td></td>
<td></td>
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<td>Sound Achievement</td>
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<td>✓</td>
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<td>Prose 4 (Non-Fiction) 9-10yo</td>
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<td>Pat-R Reading</td>
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<td>80%</td>
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<td>CA</td>
<td>80%</td>
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<td></td>
<td>Writing-C2C</td>
<td>C</td>
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<td>v</td>
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<td>NAPLAN</td>
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<td>80%</td>
<td>v</td>
<td>v</td>
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<td></td>
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<tr>
<td>Science</td>
<td>C2C</td>
<td>C</td>
<td>100%</td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>HASS</td>
<td>C2C</td>
<td>C</td>
<td>100%</td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>The Arts</td>
<td>C2C</td>
<td>C</td>
<td>100%</td>
<td>v</td>
<td>v</td>
<td>v</td>
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<td>ICT’s</td>
<td>C2C</td>
<td>C</td>
<td>100%</td>
<td>v</td>
<td>v</td>
<td>v</td>
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<tr>
<td>HPE</td>
<td>C2C</td>
<td>C</td>
<td>100%</td>
<td>v</td>
<td>v</td>
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</table>

| Year 5 | Literacy | Informal Prose Inventory | Prose 5 (Fiction) | Prose 5 (Non-Fiction) 10-11yo | 80% | v | v | v |
|--------|----------|--------------------------|------------------|-----------------------------|------|---|---|---|---|
|        | Pat-R Reading | Stanine 5 -9 | 80% | v | v |
|        | Magic 800W | 700 | 80% | v | v | v |
|        | Waddington Reading | CA | 80% | v | v |
|        | Waddington Spelling | Raw Score 70 | 80% | v | v |
|        | Writing-C2C | C | 100% | v | v | v |
| NAPLAN | Writing, Spelling, G & P | Band 5 | 80% | v | v | v |
| Resits | Reading | Band 5 | 80% | v | v | v |
| Numeracy | Band 5 | 80% | v | v | v |
| Science | C2C | C | 100% | v | v | v |
| HASS | C2C | C | 100% | v | v | v |
| The Arts | C2C | C | 100% | v | v | v |
| ICT’s | C2C | C | 100% | v | v | v |
| HPE | C2C | C | 100% | v | v | v |

| Year 6 | Literacy | Informal Prose Inventory | Prose 6 (Fiction) | Prose (Non-Fiction) -11-12yo | 805 | v | v | v |
|--------|----------|--------------------------|------------------|-----------------------------|------|---|---|---|---|
|        | Pat-R Reading | Stanine 5 -9 | 80% | v | v |
|        | Magic 800W | 700 | 80% | v | v | v |
|        | Waddington Reading | CA | 80% | v | v |
|        | Waddington Spelling | Raw Score 70 | 80% | v | v |
|        | Writing-C2C | C | 100% | v | v | v |
| NAPLAN | Writing, Spelling, G & P | Band 6 | 80% | v | v | v |
| Resits | Reading | Band 6 | 80% | v | v | v |
| Numeracy | Band 6 | 80% | v | v | v |
| Science | C2C | C | 100% | v | v | v |
| HASS | C2C | C | 100% | v | v | v |
| The Arts | C2C | C | 100% | v | v | v |
| ICT’s | C2C | C | 100% | v | v | v |
| HPE | C2C | C | 100% | v | v | v |
PURPOSFUL USE OF DATA

Data practices at our school. Our school collects a variety of data on students as outlined in our Assessment Framework. This data is collated by classroom teachers. Data is stored in a common access point on the school computer system. Use of this data should regularly appear in school planning documents. Refer to the planning section of this document. Below is an outline of some of the data practices at our school.

PAT DATA

Pat R is conducted during Terms One and Four, or upon the arrival of new students. The Kath Dixon spreadsheet provides the mechanism through which this data is analysed and recorded.

Class Data - One School

Data gained from both standardised and teacher based assessment will be recorded centrally via OneSchool mark book. Assessment tasks are scheduled at the commencement of the school year and are carried out in line with the Assessment Schedule.
Differentiated Learning

Differentiated Classroom learning
Differentiated learning is a pedagogical approach that identifies and monitors the individual needs of students and matches these with ways of teaching. It focuses on HOW something is taught and centres the learner as pivotal in all classroom activity. Teachers are aware of their students’ diverse backgrounds and know that they are academically, culturally, linguistically, economically, socially and motivationally diverse. To maximise student outcomes, teachers consider this diversity when designing educational programs to cater for individual needs.

Teacher practice
Classroom teachers in their day-to-day teaching acknowledge that the particular learning needs of individual children are the starting place to consider differentiated learning. To ascertain these learning needs, teachers monitor the progress of their students to see where they are at within a particular learning task. Teachers can monitor this progress through identifying:

- difficulties students might be having with the content,
- skills and processes
- student strengths, and their levels of readiness
- students’ interests and motivations
- the ways students learn.

This monitoring then informs classroom teaching and learning activities so that each individual student’s learning needs, including high-achieving students, can be catered for.

Suggestions for differentiating learning needs

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Planning considerations</th>
</tr>
</thead>
</table>
| Our students | • What do my students already know about what I am about to teach?  
• What learning difficulties and misunderstandings do I anticipate my students might have with what I am about to teach?  
• What constitutes my students’ backgrounds? How will I harness these to maximise student outcomes?  
• How will I design the learning experiences to include all my students, including social support? |
| Curriculum intent | • Does my planning present and represent the curriculum so that all students have access to the same content?  
• Does my planning provide opportunities for students to have different entry points, learning tasks and outcomes that are tailored to their individual needs? |
| Assessment   | • Does the assessment provide opportunities and mediums through which students can demonstrate learnings?  
• Have I scaffolded their learning in ways that are responsive to their own particular needs so that assessments are achievable?  
• Does my assessment accommodate the learning goals of each and every student for this particular unit of work? |
<table>
<thead>
<tr>
<th>Teaching and learning sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Will the learning experiences engage, challenge and extend all my students despite their diverse backgrounds, characteristics and needs?</td>
</tr>
<tr>
<td>• Do the learning experiences provide students with different opportunities to acquire the content, processes and skills?</td>
</tr>
<tr>
<td>• Have I incorporated flexible learning experiences e.g. a variety of activities and learning tasks; representation of curriculum in different contexts; individual, group and whole-of-class instructional modes; and multimodal assessment?</td>
</tr>
<tr>
<td>• How will I adjust my teaching in response to the progress students are/are not making?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making judgements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are the task-specific assessable elements aligned with what I intended to assess and what I intended students to learn?</td>
</tr>
<tr>
<td>• Am I consistently using the evidence in student work to make judgments against the nominated assessable elements?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does my feedback-reflection-action loop explicitly focus on individual progress and differences in students?</td>
</tr>
<tr>
<td>• Do I use information gained through continuous and formative assessment processes to modify my teaching and to plan the learning activities appropriate to my students?</td>
</tr>
<tr>
<td>• Does my feedback process provide information to students and their parents/care givers about particular student learning needs?</td>
</tr>
</tbody>
</table>

Please note:
There is an expectation at PCRSS that documentation of differentiation practices will occur at the unit and weekly/daily planning level. Instances of intervention (support and extension) will also be maintained by teacher aides and support personnel highlighting the date and time, area of intervention and students involved.

There is an understanding that differentiation will occur daily in all classrooms as units are changed, tweaked, extended and adapted to suit the needs of all learners within the classroom but that extensive daily documentation of differentiation is not required.

Please refer to PCRSS Policy document “Inclusive Ed” which outlines the processes in place for identifying students with special needs.
Differentiation

Differentiation at the unit planning level identifies student in need of minor or major adjustments for either support or extension and outlines the strategies used. Hot spots are also identified from systemic data as relevant to the unit.

DIFFERENTIATION PROCESS

The school differentiates teaching and learning process as needed for students. A whole school process is outlined for all year levels to ensure consistency of delivery. The school process involves: knowing the curriculum intent, knowing your students and varying the pathway.

Differentiation can be based on adjustments to content, process, product and/or environment.

INDIVIDUAL PLANS

Individual plans are used to document differentiation for those students who are either 12 months below or above their year level and also document goal/targets for students. Plans are written on One School for students needing support or extension. Those students requiring partial ICPs will also be shown on One School.
CLASSROOM ENVIRONMENT

Classroom environment is very important at Port Curtis Road State School. Through this the school promotes attitudes and habits important to student achievement.

Quality Classroom Displays are required in every classroom and need to include a variety of features. To maintain consistency across the school these feature are outlined as a set of Classroom Display Expectations.

Expectations are also outlined for the presentation of student’s bookwork. These expectations are taught to students, monitored and encouraged.

Bookwork Policy

At PCRSS we have high expectations of bookwork of all of our students, from Prep to Year 6. All students are expected to adhere to our Bookwork and Presentation Guidelines, which are:

All Books
- Keep it neat at all times, with no scribbling or graffiti.
- Use every page consecutively and glue trimmed worksheets to fit neatly along the margin.
- Write with a sharp lead pencil. Write headings and rule margins in red (Year 2 - 6).
- Use a regular ruler.
- Rub out or rule a single line through mistakes.
- Rule off completed work.
- Have a date in the margin of each page.

English/Writing Books
- Rule a margin the width of a regular ruler and date.
- Rule off after daily activity.
- Pen Licence introduced for eligible students, bookwork must be of a high standard in Semester 2 (Year 6 only) Queensland Cursive Script.

Maths Books
- Ruled vertical mid-line creating 2 columns (front of the book – unless unsuitable for activity).
- Number facts – 4 ruled columns (back of the book).
- Rule off after each sum or day.
- The date is written in numerical numbers.
- Only pencil is used (including Year 6 – no pen is used in maths book).

To achieve this, all teachers explicitly teach to the bookwork and presentation expectations. The classroom teacher provides feedback on bookwork, and the Principal regularly checks students’ bookwork to ensure consistency across the school.
Port Curtis Road State School

Charter

Charter of School Expectations
1. Teachers believe that all students can achieve high academic results
2. Teachers believe that all students matter, everyday
3. Teachers share collective accountability for all student outcomes – we all own the data
4. Curriculum delivery is underpinned by explicit instruction pedagogy, “Gradual Release of Responsibility” model
5. We have a school culture of high expectations
   a. A clear teacher and student commitment to high academic performance
   b. High standards of student behaviour including student movement
   c. Emphasis on student values and a high level of respect
   d. High attendance, growth and punctuality expectations
   e. High student engagement
   f. Feedback for learning is valued and practiced at all levels
   g. Teachers constantly employ CPF strategies
   h. Emphasis on uniform code
   i. School leaders actively coach and support educators in their skill development

The Four Pillars of our School
1. “Teacher accountable learning”
2. Explicit instruction pedagogy. “Gradual Release of Responsibility” model
3. Moving student knowledge from short term to long term memory
4. Effective relationships between teachers and students

Charter of Teacher Expectations

School Wide Pedagogy
- Build strong, respectful relationships with every student
- Be accountable for the learning of every student
- Use data effectively to inform teaching and monitor student learning
- Plan and teach each lesson using explicit instruction pedagogy
- If I do, you do. If you do, I do.
- Move knowledge from short term to long term memory
- Use differentiation strategies to eliminate the tail and gap for high achievement

Learning Environment
- Have high expectations of every child
- Focus on high standards of presentation and handwriting
- Regularly involve student work and give timely, clear feedback to each student
- Ensure high standards of classroom display; this is relevant, additively engaging and contain high quality student work, examples and skill information
- Ensure a positive classroom tone

Student Engagement
- Provide students with work at their ability level
- Support all students to have friends at school
- Engage each student in their progress towards their annual learning goals
- Value students’ cultural identity
- Ensure all students feel respected and valued
- Regularly correct students’ books
Sharing, Coaching and Feedback processes are a very important part of developing teacher capacity at Port Curtis Road State School, thus ensuring high quality teaching for students. These processes form part of the overall professional development plan of our school. A range of formal and informal strategies form the professional learning experiences for staff, these strategies are outlined below.

**School and Professional Development Plans**  
Professional Development Plans – Teachers and Teacher Aides  
School Professional Development Plan

**Staff Meetings**  
Sharing of teaching practice, relevant research and ideas is conducted as part of focused staff PD meetings. Professional conversations.
Coaching, Observations and Feedback.
Below is the outline of these events throughout the year:

<table>
<thead>
<tr>
<th>Event</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Observation</td>
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<tr>
<td>Observations (Structured)</td>
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<tr>
<td>Walkthrough</td>
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<tr>
<td>Professional Conversation (Data Meeting)</td>
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</table>

**Annual Performance Development Plan for teachers**

Before completing, teachers and their supervisors should read and develop a clear understanding of the following documents:

- Queensland State Schools Annual Performance Review process for teachers - Overview
- Australian Professional Standards for Teachers

The Annual Performance Development Plan (APDP) needs to be developed in alignment with the Australian Professional Standards for Teachers.

Name: John Collins  
Role: Experienced Senior Teacher  
School: Port Curtis Road State School  
Agreement date: Term 1 2015  
Final review date: Term 4 2016  

School priorities (from the school's Annual Implementation Plan):

Port Curtis Rd State School  
Developing Performance Plan 2016  

<table>
<thead>
<tr>
<th>Phase 1: Term 1</th>
<th>Phase 2: Term 2</th>
<th>Phase 3: Term 3</th>
<th>Phase 4: Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
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<tr>
<td>School Priorities</td>
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<tr>
<td>Core Priorities:</td>
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<td></td>
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<tr>
<td>- Writing</td>
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<tr>
<td>- Care Priority – Attendance</td>
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<tr>
<td>- Foster Staff Student Learning and Wellbeing</td>
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<tr>
<td>Faculty to work on the Following:</td>
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<td></td>
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<tr>
<td>- Inclusive learning</td>
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<tr>
<td>- Effective teaching in English: focus on G &amp; P</td>
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<tr>
<td>- Development of Successful Learners</td>
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<tr>
<td>- Numeracy Curriculum (Math, English, Science, History, Geography, Arts and Citizenship)</td>
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<tr>
<td>- Use school performance data frequently to inform, monitor and evaluate classroom teaching practice and contribute to whole school strategies.</td>
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<tr>
<td>- High quality teaching practice</td>
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<tr>
<td>- Place high quality teaching practice, characterized by high expectations of all students' deep knowledge of learning across and pedagogical practice targeted teaching in response to student’s needs and context a safe, supportive, inclusive and differentiated learning environment</td>
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<td></td>
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<tr>
<td>- Behaviour Management</td>
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<tr>
<td>(we are committed to promoting a culture of learning)</td>
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<td></td>
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<tr>
<td>Closing the gap</td>
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</tbody>
</table>
# Professional Learning

## Observations, Coaching and Feedback Overview

<table>
<thead>
<tr>
<th>Peer Observations</th>
<th>Observations (Structured)</th>
<th>Walkthroughs</th>
<th>Professional Conversations (Data Meeting)</th>
</tr>
</thead>
</table>
| **Outline of the recommended process:** | **1.** The teacher meets with the observer prior to the observation. They confirm details such as time, date and the focus of the observation.  
**2.** The observation occurs and notes are taken.  
**3.** Teachers meet after the observation to discuss what happened.  
**4.** A copy of any forms used are kept by the teacher being observed (and to observer as discussed prior to the meet). A diary note is made to record that the observation occurred. | **Walkthroughs:**  
- Are random  
- Can result in verbal or written feedback  
- Are not as structured as observations  
- Is a brief, informal visit  
- Can be focussed on a topic agreed prior to the walkthrough (usually teacher requested)  
- Can be focussed on a topic as outlined by administration  
- A copy of any written feedback is kept by the teacher being observed "a diary note is made to record it occurred." | **Notice is given of meeting**  
**Conversation focus or/and focus area provide agenda or as a result of GROWTH conversations** |
| **Purpose** | **1.** To give feedback  
**2.** To provide the teacher with information to reflect on (can result in a reflective conversation after the observation) | **Mentoring Conversation** | **Mentoring Conversation** |
<p>| <strong>How often?</strong> | At least one a term | Once a semester. (In terms 1 and 3) | Anytime | Once a Term |
| <strong>By Whom?</strong> | Teachers | Principal | Principal | Principal |
| <strong>Other notes</strong> | Can vary in length | Regional Pedagogical resource can be used along with the 16 elements of explicit instruction | While walkthroughs are random, a teacher can request a walkthrough |</p>
<table>
<thead>
<tr>
<th>Burleigh Heads SS Framework of Teaching</th>
<th>Skills Observing</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Ups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review prerequisite skills/knowledge</td>
<td>Previously taught concepts/ revision of skills - addressed</td>
<td></td>
</tr>
<tr>
<td>Recall knowledge automatically</td>
<td>Stopped and questioned students</td>
<td></td>
</tr>
<tr>
<td>Quick &amp; focused</td>
<td>Moving at a fast pace</td>
<td></td>
</tr>
<tr>
<td>Checking for Understanding</td>
<td>Prepared visual/auditory resources to engage students?</td>
<td></td>
</tr>
<tr>
<td>Activate &amp; Build on Prior Knowledge</td>
<td>Type of warm up – KLA or lesson specific</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Intro**
- Purpose
- goal

**State the purpose- use of:**
- WALT
- WILF
- Introduce strategy/ concept

**Reviewed previous lesson – if required**

- Stated WALT & WILF
- Explained why learning this skill/concept

**I DO**
- Teacher TO the students
- Modelling – Think Aloud

**Model procedures – Think Aloud**
- Use Clear Language
- Break down into steps
- Avoid Digressions

- Focussed instruction on core content/skills
- Sequenced skills – step by step instructions
- Procedures modelled (thinking aloud)
- Clear Language & Instructions used

**Avoided digressions**

**WE DO**
- Teacher WITH the students
- Guided practice
- Togetherness

**Guide students – scaffolding & questioning**
- Visual, verbal & physical prompts
- Frequent responses = ‘get it’
- Opportunities to achieve success
- Feedback – connect to WALT WILF

- Provided scaffolding – guidance to students
- Use prompts – visual, verbal, physical
- Provided feedback – related to purpose/ goal of lesson

- Allow for responses from students

- Additional modelling or complex skills into smaller steps continued to be provided.

**YOU DO**
- Students BY themselves
- Independent Practice

**Teacher circulates room – monitor progress**
- Engage students in focused talk
- Practice automaticity = mastery
- Differentiate

- Circulated around room/ monitored students
- Differentiation was visible
- Engagement was visible - focused talk

- Continual practice; work validated for success
- Teacher continue to support/ help organise thinking
### REVIEW/REFLECTION

Review the content of the lesson
Refer back to WALT & WILF
Through WILT – What I am Learning Today?
Provide feedback
Plan – where to next

Reviewed key concepts or skills – purpose & goal – WILT: What I Learnt Today?

Allowed students to show understanding/ mastery of skill – through verbal, visual, physical clues

Feedback provided on performance – to students

Corrected any misconceptions

Standards & qualities clarified

### CLASSROOM MANAGEMENT

Rules, routines,
Pace of Lesson
Use of discipline techniques – microskills/ SWPB
Clarity of Directions
Classroom groupings/seating plan
Classroom environment

### INTERPERSONAL RELATIONSHIPS

Communicates effectively with students
Develops positive relationships with students
Recognises, responds to individual differences
Encourages positive student behaviour

Teacher enthusiasm

### TEACHING & LEARNING

Questioning – focuses on intent; encourages higher-order thinking

Bookwork – modelled, expectations
Knowledge of Subject Matter
Resources – appropriate, ready

### Lesson Successes:

★
★

### Goal: (teacher initiated)

Signed: ____________________________ Date: ____________________________
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Teacher/Class</th>
<th>Observer</th>
</tr>
</thead>
</table>

### Classroom Rules and Expectations:
- [ ] Rules clear/displayed: SWPBS/School/Own/Other
- [ ] Rules referred to: unnecessary/positive/negative
- [ ] Consequences of positive behaviour clear/displayed
- [ ] Consequences of negative clear/displayed
- [ ] Consequences applied: Yes, No, unnecessary.
- [ ] Classroom timetable observable
- [ ] Procedures/routines observable

### Classroom Environment:
- [ ] Classroom: organised, accessible and engaging
- [ ] Materials: organised, accessible and engaging
- [ ] Multiple opportunities for student response
- [ ] Behaviour management systems create a positive learning environment
- [ ] Teacher interactions demonstrate positive relationships
- [ ] Bookwork and Presentation Guidelines adhered to and high expectations evident
- [ ] High quality student work displayed
- [ ] Prior learning displayed
- [ ] Displays connected to behaviour management or curriculum (class rules, bookwork guidelines, SWPBS, weekly plan)
- [ ] Exemplars for assessment items displayed
- [ ] Skill-based displays

### Classroom management:
- [ ] Teacher exhibits an overall awareness of what is happening in the classroom.
- [ ] Teacher optimizes academic learning time (uses minimal time to complete non-instructional tasks).
- [ ] Teacher interacts with students in a professional and positive manner; mutual respect is evident.
- [ ] Classroom procedures, rituals and routines are visible and evident.
- [ ] Student disruptions are addressed.
- [ ] Classroom environment is safe and orderly.
- [ ] Students are in compliance with school policies and procedures while in the classroom.

### Grouping Format:
- [ ] Whole class
- [ ] Small group
- [ ] Paired
- [ ] Individual

### Student participation in the task or activity:
- [ ] Student participation is encouraged
- [ ] Highly engaged: most student actively engaged and attending
- [ ] Well managed: students are willingly compliant and ritually engaged
- [ ] Not engaged: many students are not participating in task or doing another activity
Teacher Instruction:

- Clear Purpose or lesson intent.
- On target for grade level-aligned with ACARA/C2C/NAPLAN preparation.
- Appropriate and clear instructions for all students
- Unit objectives are in evidence through the use of essential questions, prompts or other methods of guidance which are visible to students.
- Content is presented in a sequential manner with introduction focusing on developing background knowledge, new concepts being presented and closure emphasizing the lesson or unit objective.
- Students are presented with information at an appropriate grade level or above thinking skills.
- Examples of student work are posted in classroom, when appropriate.
- Teacher differentiates instruction according to needs based on data
- Teacher uses explicit instruction following school EI model
- Balance of Teacher/Student talk.
- Balance of Teacher talk/Discussion time/Question time/Practice time.
- Teacher moves around room, monitoring students and giving explicit, timely feedback.
- Teacher provides opportunities for students to practice and receive corrective and timely feedback.
- Brisk pace, pacing is appropriate
- Moving knowledge from short to long term memory
- Transitions are smooth and routines are obvious
- Evidence exists that routines are familiar to students
- Teacher fosters active student engagement and motivation to learn
- Constant C.F.U through all stages of lesson.
- Technology is effectively integrated into classroom to enhance instruction.

Student Interviews

<table>
<thead>
<tr>
<th>Student name</th>
<th>What are you learning?</th>
<th>How do you know if your work is good?</th>
<th>What can you do to improve?</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Overall Comments:
Port Curtis Road State School.

Classroom Teacher Observation Form: Explicit Instruction

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Teacher/Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson/Topic:</td>
<td>Observer:</td>
<td></td>
</tr>
</tbody>
</table>

**Micro-skills:**
- Deliver the lesson at a brisk pace
- Monitor student understanding closely
- Focus instruction on core content and skills
- Plan organised and focused lessons
- Begin lessons with a clear statement of the lesson’s goals and your expectations
- Review prior skills and knowledge before beginning instruction
- Organisation (Class layout, organisation, routines)
- Tone (Respectful tone and rapport evident)
- Display (Working noise, quality student work/skill displays, student reading goals, explicit teaching poster)
- Presentation/Book work (Adhere to PCRSS guidelines-poster is displayed)
- Time on task (No time wasting, activities, max time on task, appropriate pacing)
- Student Management (Behaviour management strategies)
- Student Engagement (All engaged, work at level)
- Questioning Feedback and Correction (specific feedback, praise)
- High expectations (students challenged and extended)

**Rapid Recall Routine:**
- Fast paced...
- Previously taught known content...
- Transferring short to long term memory...
- Recite, Recall & Apply

**Student Outcomes:**
- Listen and sit attentively; no talking (Look, Listen, Learn)
- Set personal target
- Link to the previous learning

**Warm Up (directly related to the lesson intent):**
- Activate prior knowledge
- Linking to known content...
- Metalanguage
- Fast paced
- C.F.U

**Lesson Intent/Clearly established goals/WALT:**
- Clear and achievable lesson expectations
- Lesson Intent

**Clear success criteria (measurable)/WILF:**
- Aiming for 80% class success rate.
  - By the end of this lesson ...

**CFU:**
- Student reflection time: goals, lesson intent/achievement
### Brief activation of prior skills and knowledge:
- In previous lessons we covered ... For this lesson, the key things from this are...
- Tell a partner everything (one thing) you know about ... Share with the class what your partner said (Name) ...
- Tell me what you already you know about...
- Look at the ... on the board. Write on your white board, one thing that you know about it.

### Modelling of lesson

#### “I DO” section:
- Listen and sit attentively; no talking (Look, Listen, Learn)
- Break complex skills and strategies into smaller parts
- Sequence skills logically
- Provide step-by-step demonstrations, think-aloud
- Use clear and concise language
- Provide/model a range of examples, non-examples
- Common errors or misconceptions are addressed

#### APST: 5.2-provide feedback to students on their learning

#### “WE DO” section:
- LOW LEVEL NOISE
- Work as a team
- Contribute to learning
- Practise the skill/knowledge
- Help students organise knowledge, recap knowledge
- Provide immediate affirmative and corrective feedback
- Provide sufficient guided practise
- Require frequent responses from all students

#### APST: 5.1-assess student learning; 5.2-provide feedback to students on their learning

#### CFU and confirmation that all students are completing multiple examples with teacher:

#### Independent Practice - YOU DO

#### APST: 1.5-differentiate teaching to meet the specific learning needs of students across the full range of abilities;

#### Independent task set- matching the task practiced and the set goals:
- NO/LOW LEVEL NOISE
- Work independently/together
- Differentiated learning
- Applying new knowledge/skills
- Active monitoring
- Summative or formative assessment

#### APST: 1.5. differentiate teaching to meet the specific learning needs of students across the full range of abilities

#### Task adjusted for targeted students:
- Teacher supports/extends identified students.

#### APST: 5.1-assess student learning;

#### CFU: Teacher actively monitors students. Walk around; look around; talk around.

### Conclusion/Reflect/Review-approximately 5 minutes

#### Lesson goals reviewed:
- Reflect on learning
- Link new learning with prior knowledge

#### Students explain or demonstrate that they have met success criteria:
- Were we successful? How do you know?

### Overall Comments: